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Options

Student's Book

3

Including:

- **Personal Learning Track**
- **Interactive e-book+**
- **Cyber Homework**
- **Vocabulary Trainer**



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Critical thinking skills



Imagination and creativity



Communication skills



Global learning



Social and emotional learning



Digital skills



Research skills

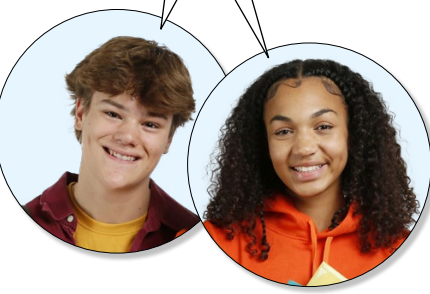


Collaboration

Introducing Options 3

Options is the English course that helps you achieve your potential

Build on what you know about different topics and what you can do in English.



Skills options

3 Art matters

At the end of this unit... you know

- words to talk about art
- words for different types of pictures
- how to use modal verbs and have to to talk about obligation
- how to use modal verbs to make deductions about the present

you can

- describe a picture
- give your opinion on an event, a film, etc.
- understand an article about art
- write a review of a film or a performance

Vocabulary

Art

1. Match the words with the photos.

- sculpture
- concert
- journey
- photograph
- painting
- play
- drawing
- exhibition
- street art
- art gallery

2. Listen and check.

3. Say what things in 1a you like / don't like.

The café The art park

1. Watch part 1 of the video.

2. Read the dialogue. Complete each sentence with one word.

1. Kyle is working on a _____ for her art project.

2. She still needs to do a _____.

3. The work must be finished by next _____.

4. Connor thinks art is _____.

5. Connor shows Kyle a _____ on his phone.

6. He suggests a trip to an art _____.

7. Kyle isn't sure because she's very _____.

8. Kyle leaves for a _____ class.

Connor: Hey Kyle, what are you doing?

Kyle: I'm just doing some work for my art project.

Connor: Let's have a look. Wow, that's good.

Kyle: Thanks, but it's just a drawing. I still need to do a painting too, and have to finish it by next Tuesday. Next Tuesday. That's loads of time.

Kyle: Yeah, but it's my first grade, so I have to be good.

Connor: You shouldn't worry so much. Art is easy!

Kyle: That's easy for you to say, I still haven't got any ideas for my painting.

Connor: Hey Kyle, I've got a great idea. Have a look at this.

Kyle: What is it?

Connor: It's a really cool art park. It's full of these really amazing sculptures. It's called about half an hour away.

Kyle: Why are you showing me this?

Connor: You should visit it. For ideas. It's come too far. How about this weekend?

Kyle: I don't know, I mean, I'm really busy.

Connor: You don't have to decide now. Have a think about it and let me know. But I think it would be fun.

Kyle: OK, I will. But I've got to go. I've got a pottery class and I must be late.

Connor: Wow, you really are busy!

Everyday English

2. Match the underlined expressions in the dialogue with their meanings.

a. Show me

b. It's close. It takes around 30 minutes to get there.

c. What are you doing?

d. Tell me what you decide.

e. I need to know. It's a hurry.

f. Unfortunately, that's not my situation.

3. Work in pairs. Choose two of the expressions and write a two-line dialogue for each one.

A. The maths homework was really easy.

B. There's a new cafe on my street, I really don't understand it.

4. Act out your best dialogue.

Skills Reading

1. Read the article quickly. Why was the boy bleeding from his nose?

MO SALAH world class on and off the field

Most sports fans know that Mo Salah is one of the world's greatest footballers. He loves the game, and is famous for others smiling while he's playing. He has shown his talent in hundreds of top football games, and he has scored lots of goals. His fans [adore him](#) because he is one of the fastest players too.

Not everybody knows what Mo Salah is like [off the field](#), but on the internet you can find all kinds of stories about what a kind, humble and generous person he is. He has, for example, forgiven a man who [abused](#) his father and he helped the man find a job. And here's a story about how Mo Salah can't for an 11-year-old fan of his in Liverpool. The boy, Louis Fowler, was waiting outside Liverpool's training ground, together with his brother Isaac. When they saw Salah coming out of the training ground in his car, Louis started running fast, hoping he could keep up with his idol and that Salah would wave back at him. Louis was only looking at the car and he didn't see a lamp post right in front of him. The boy [knocked himself out](#) and fell to the ground with a broken nose.

Salah saw the accident, stopped and drove back to help the boy. He [rapped the headlight](#) and said he was sorry for the accident. People from the [neighbourhood](#) couldn't believe their eyes and took photos of the boys together with their hero. Later, the boys' father thanked Salah on [social media](#). He said: "Thank you for coming back to check on my boys after Louis KO'd himself! He loves you so much and the pain went away [instantly](#) when you gave them a hug. You are a top man and a true goal."

Salah was taken to a hospital, where they looked after his nose. He was soon OK again, but he will never forget what happened to him that day.

Options

Basic text

Enriched text

Options

1. Read the article quickly. Why was the boy bleeding from his nose?

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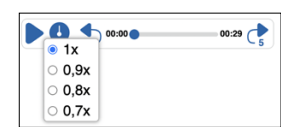
Salah was taken to a hospital, where they looked after his nose. He was soon OK again, but he will never forget what happened to him that day.

Options

Basic text

Enriched text

A and B options for productive speaking and writing tasks.



Options

4a Choose A or B.

A You're on holiday. Write a short description of where you are in an email to a friend (100–120 words).

B Write an entry for a writing competition "My favourite place" (140–160 words).

b Give your description to a partner to read and then ask him/her to comment on whether he/she would like to go to that place. Why (not)?

An audio player allows you to listen at a slower speed.

Sustainable Development Goals, CLIL and Culture

Learning skills and life skills

Sustainable Development Goals

Women in STEM

1. Watch the video. What difference between boys and girls at school are Jack and Mia talking about?

2. What does STEM mean?

3. Watch the video again. Complete the sentences with the percentages.

1. Only _____ of British girls aged 10–18 study physics.

2. Only _____ of British girls aged 10–18 study computer science.

3. Only _____ of British girls aged 10–18 study engineering.

4. Only _____ of British girls aged 10–18 study science.

5. Only _____ of students with a STEM qualification from British universities are female.

6. Only _____ of science researchers are female.

7. Only _____ of people in STEM are female.

8. Read the women's profiles. Which scientists are the most interesting? Why?

Culture Street art

Graffiti – a timeline

1. Read the timeline and match the paragraphs with the photos. Write the dates.

2. Read Part 1 of "What the experts say." Mark each of the three findings with 1 (surprising for me), 2 (difficult to believe) and 3 (exactly what I expected).

3. Compare your responses from 2a and 3a and talk about your reasons.

4. Read Part 2. Which of these things (1–3) are you already doing? How will you change your behaviour?

5. Of course, there are times when using a smartphone can be important while studying. Which of these things do you do? What other uses can you think of?

Learning to learn

Phone and music while you study

1. Tick what's true for YOU.

a. When I do work for school...

b. I listen to music.

c. I usually have my phone off when I don't want to be disturbed.

d. I usually have my phone off, but I leave it in another room while I study.

e. When I listen to music while studying...

f. I believe better results.

2. Read Part 1 of "What the experts say." Mark each of the three findings with 1 (surprising for me), 2 (difficult to believe) and 3 (exactly what I expected).

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Learning for life

Posting reviews on social media

1. Look at the photos. Read the comment carefully left on the website of Jamie's favourite pizza place. How do you think Jamie feels? And how does he react?

2. Watch the video. What kind of comments did Mickey M write?

3. Watch the video again. Answer the questions.

1. Does Jamie eat pizza every day?

2. Where did Jamie find the restaurant?

3. Who wrote that Luigi's pizza was the worst pizza ever?

4. What were the comments like on Mickey's Pizza?

5. Why did Mickey have all these negative comments?

4. Match the words with the definitions.

a. to say what you think about something

b. a bad review

c. an opinion about a place, an event, etc.

d. not real

5. Work in pairs. Do you think you will write social media reviews about your favourite places? Why or why not? More than one answer may be correct.

1. "What a wonderful book. One of the best I've ever read. I'll be buying it for my birthday."

2. "I've read this book. It's a waste of time. I'll be buying it for my birthday."

3. "I've read this book. It's a waste of time. I'll be buying it for my birthday."

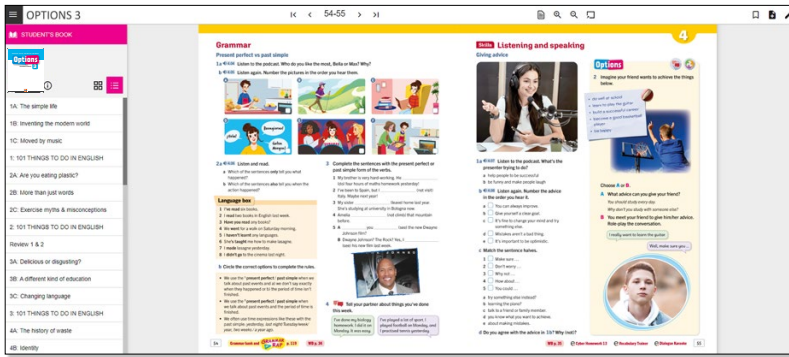
4. "I've read this book. It's a waste of time. I'll be buying it for my birthday."

You can play your part in reaching the United Nations Sustainable Development Goals.

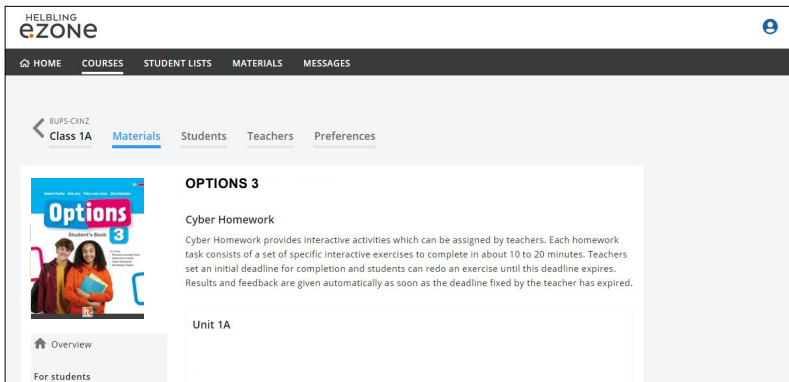
You find out about aspects of culture from around the world.

You develop important skills for learning and for life.

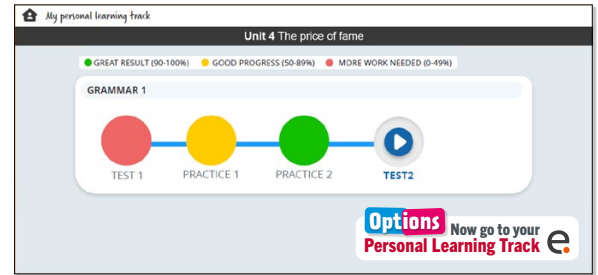
Your digital options



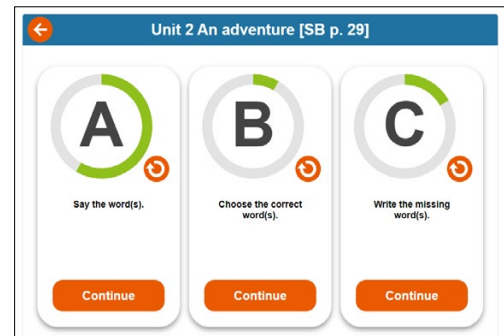
e-book+ is the interactive version of your Student's Book and Workbook, with audio, video and self-correcting tasks.



Cyber Homework lets you practise the new vocabulary, grammar, listening, reading and other skills.



Personal Learning Track Lots of personalised practice: at the end of each unit, a progress test takes you to more practice.

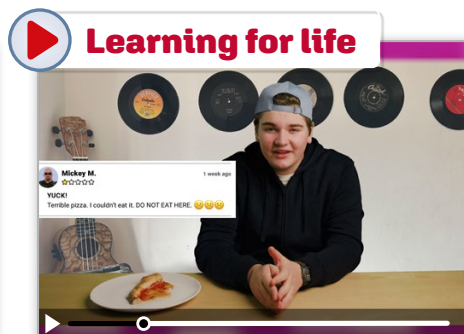
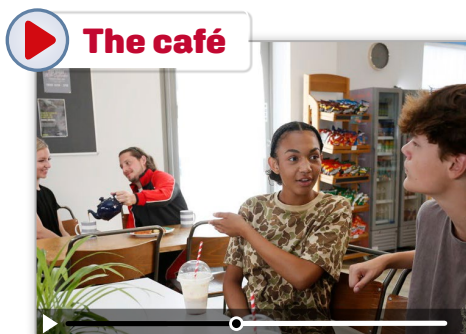


Practise new words and phrases at home with the **Vocabulary Trainer**.

e Dialogue Karaoke

To practise your speaking skills.

Your video options



Welcome

Reading and listening

Me and my world

1a Read about Kylie and Connor. Who likes tennis?

Hi! My name's Kylie. I'm 13 years old. I live in Brighton. It's a great city. I've got lots of friends. There are lots of things to do here – I'm never bored! Brighton has got some really good restaurants too. My school is OK, but I like the weekends best. Most Saturdays I hang out with my friends in the park or we go to the cinema. On Sundays, I play tennis in the morning and in the afternoon. I love tennis. I want to be a professional one day. Well, everyone needs a dream!



Hi, I'm Connor. I'm 14 years old and I moved to Brighton two weeks ago. So I don't know Brighton very well, but it seems like a cool city. I haven't got any friends yet, but the people are friendly. I like the beaches here and I like swimming in the sea. It isn't too cold. On Monday I start my new school. I hope to make some new friends there. The first thing I want to do though is find a tennis club. I love tennis and I need somewhere to play. Who knows, maybe I'll make friends there too.



2a W.01 Listen to Connor talking to a woman at the tennis club. What time does he book?



b W.02 Listen again. Complete the form.



WEST PARK TENNIS CLUB

New members

Name: ¹ Connor

Address: ² _____, Brighton

Phone number: ³ _____

Email: ⁴ _____

Cost: Adults £240 per year

Children ⁵ _____ per year

Please note the club is open

from ⁶ _____ to 8 p.m.

We are not open on ⁷ _____.

b Read the texts again. Circle T (True) or F (False).

- | | |
|---|--|
| 1 Kylie is popular. | ☒ T / ☐ F |
| 2 Kylie doesn't like school. | ☐ T / ☐ F |
| 3 Kylie doesn't play tennis very often. | ☐ T / ☐ F |
| 4 Connor doesn't like Brighton very much. | ☐ T / ☐ F |
| 5 Connor thinks the sea is too cold. | ☐ T / ☐ F |
| 6 Connor wants to make some new friends. | ☐ T / ☐ F |



Grammar and vocabulary

Present tenses

1a Read the sentences. Circle the correct verb forms.

Language box

to be

- 1 I 'm / is 14.
- 2 The people is / are friendly.
- 3 How old am / are you?
- 4 How much is / are it to join the club?

have got

- 5 I 've / has got lots of friends.
- 6 I haven't / hasn't got any friends yet.
- 7 Brighton have / has got some good restaurants.

Present simple

- 8 I live / lives in Brighton.
- 9 Brighton seem / seems like a cool city.
- 10 We open / opens at eight.
- 11 I don't / doesn't know Brighton very well.
- 12 The club don't / doesn't open on Mondays.
- 13 How do / does I join the club?

b **W.03** Listen and check.

c You want to find out about your partner. Write five questions to ask him/her.

d Ask and answer your questions from **1c**.

Where do you live?

Have you got any pets?

Days of the week

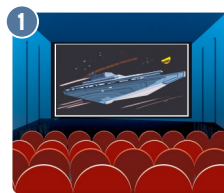
2a Look at the texts on page 6 again. Write the days of the week you can find.

Saturday

b Can you complete the list?

Places

3a Look at the texts on page 6 again. Find the words for places in a town and label the pictures.



cinema



b Work in pairs. What other words for places in a town can you think of?

4 Write a short text about yourself. Use the texts on page 6 to help you. Say:

- who you are.
- how old you are.
- where you live.
- what you like doing.

Reading and listening

Yesterday afternoon



1a Read Kylie's diary entry and Connor's email. Where did they see each other?

- Yesterday was good. Mum, Dad, my brother Dylan and my Aunt Mel had a big breakfast. I had two pancakes, because Aunt Mel didn't eat hers.
- For lunch, we went to see our grandparents. More food! In the afternoon, I played tennis with my cousin Jamie. I won! Jamie didn't want to play any more, so then I didn't have a partner. I saw a boy on the next court playing with one of the coaches. He was good. Maybe I'll ask him if he wants a game.
- In the evening, we all watched a film, but I was so tired that I fell asleep.

To: Dan

Hi Dan,
I'm doing OK in Brighton. Mum and I moved into a nice flat not too far from the sea. We had a few days of good weather, but I didn't go swimming. I went to check out the tennis club. One of the coaches played against me and he was quite impressed. On the next court I noticed a girl playing with a boy. I haven't got any tennis partners yet, so maybe I'll ask her if she wants a game.
Take care,
Connor

b Read the texts again. Match the sentence halves.

- 1 ☒ For breakfast, Kylie ...
 - 2 ☐ At lunchtime, ...
 - 3 ☐ In the afternoon, ...
 - 4 ☐ She saw a boy ...
 - 5 ☐ Connor and his mum ...
 - 6 ☐ Connor didn't swim in the sea, ...
 - 7 ☐ He played against ...
 - 8 ☐ On the next court, ...
- a live in a flat near the sea.
b she played tennis with her cousin.
c had two pancakes.
d he went to check out the tennis club.
e she saw her grandparents.
f he saw a girl playing with a boy.
g playing with a coach.
h one of the coaches.

2a **W.04** Listen to Kylie talking to her friend Jess. Did Kylie talk to Connor at the tennis club?

b **W.05** Listen again. What are the three differences between what Kylie says and what she wrote in her diary?

Grammar and vocabulary

Past simple

1a W.06 Listen and read.

Language box

was / were

- 1 Kylie and Connor **were** at the tennis club yesterday.
- 2 They **weren't** at school.
- 3 **Was** Kylie tired in the evening?

Past simple – regular verbs

- 4 Kylie **played** tennis with her cousin.
- 5 She **didn't play** tennis with Connor.
- 6 **Did** they **watch** a film in the evening?

Past simple – irregular verbs

- 7 They **had** a big breakfast. They **ate** pancakes.
- 8 Jamie **didn't win** the game.
- 9 When **did** Kylie **see** her grandparents?

Irregular verbs list p. 135

b Complete the sentences with the past simple form of the verbs.

- 1 I had (have) two pancakes, because Aunt Mel _____ (not eat) hers.
- 2 I _____ (win), and Jamie _____ (not want) to play any more.
- 3 We _____ (have) a few days of good weather, but I _____ (not go) swimming.
- 4 One of the coaches _____ (play) against me and he _____ (be) quite impressed.

c Complete the mini-dialogues in the past simple.

- 1 A Did you visit Brighton last year?
B No, I _____.
- 2 A _____ she at the tennis club?
B Yes, she _____.
- 3 A _____ they at their grandparents' for breakfast?
B No, they _____.
- 4 A _____ Kylie phone Jess?
B No, she _____.
- 5 A Where _____ Kylie see the boy?
B She _____ him at the tennis club.

d Write five questions to ask your partner about what he/she did yesterday.

e Ask and answer your questions from 1d.

When did you get up?

Who did you meet ...?

Family members

2a Look at the texts on page 8 again. Write the family members you can find.

b What other family member words can you think of? Write them down.

c Compare your list with a partner.



3 Write a short diary entry about what you did on any day of last week. Use the texts on page 8 to help you. You can write about:

- what you did/didn't do.
- who was with you.
- where you went.
- who you met.
- what happened next.

Listening and reading

My sporting life

1a W.07 Listen to Kylie and Connor. Where are they?

b W.08 Listen again. Complete the sentences with one word.

- 1 Kylie's tennis partner was Jess.
- 2 She can't play because she's _____.
- 3 Kylie is worried Connor is too _____ for her.
- 4 They're playing on court _____.
- 5 The court is booked for _____ o'clock.
- 6 They have to wait for _____ minutes.
- 7 Connor goes to get some _____.



2a Read the dialogue. Where does Kylie take Connor?

Kylie That was a great game. Thanks.
Connor Yes, it was. Thank you! I really enjoyed it.
Kylie You're very good at tennis.
Connor So are you. You're amazing.
Kylie Thanks. I love tennis. Don't laugh, but one day I'd love to be a professional player.
Connor Wouldn't that be great? Imagine playing all those tournaments: the US open, Wimbledon ...
Kylie Have you ever been to Wimbledon?
Connor No, I've never seen a professional tennis match.
Kylie Neither have I. I'd love to go to one.
Connor There's a tennis tournament starting here in a few weeks. Maybe we could get tickets.
Kylie That would be great. I'd love that.
Connor Well, thanks again. Maybe we can play another day?

Kylie Absolutely. Hey, are you busy now?
Connor Not really, there's a football game on TV, but I don't really have to watch it. And I should go running, but that can wait. Why?
Kylie Well, have you ever been to the café across the road? It's really nice.
Connor No, I'm new in Brighton. I haven't been to many places yet.
Kylie Well, why don't I take you there? I'll buy you a coffee.
Connor Sounds great.
Kylie And then I can tell you about all the wonderful places to go in Brighton.
Connor It's a deal!



b Read the dialogue again. Answer the questions.

- 1 Why does Kylie say "don't laugh"?
- 2 What famous tennis tournaments does Connor mention?
- 3 What does Connor suggest they try to do?
- 4 What plans did Connor have for the rest of the day?
- 5 Why hasn't Connor been to the café yet?
- 6 What does Kylie say she'll tell Connor about?



Grammar and vocabulary

Present perfect



1a Make sentences and questions with the words in brackets. Use the dialogue on page 10 to help you.

- 1 Have you been to Wimbledon? (ever)
Have you ever been to Wimbledon?
- 2 I've seen a professional tennis match. (never)

- 3 Have you been to the café across the road? (ever)

- 4 I haven't been to many places. (yet)

b Match the verbs with the nouns.

- | | |
|----------------------------------|-------------------|
| 1 ☐ meet | a a poem |
| 2 ☐ cook | b a competition |
| 3 ☐ run | c a piano |
| 4 ☐ play | d Australia |
| 5 ☐ write | e a famous person |
| 6 ☐ drive | f a car |
| 7 ☐ win | g a marathon |
| 8 ☐ go to | h an egg |

c Ask each other about the things in **1b**.

Have you ever met a famous person?

Yes, I have. / No, I haven't.

d Work with another student. Tell him/her about your first partner.

Hugo has met a famous person. He has never cooked an egg.

e Read the rules and play "I've never".

- Play in groups of four.
- Write down three things you've never done.
- Read out your things. If you're the only person who has never done it, you score a point.
- The person with the most points wins.

Sports

2a Look at the dialogue on page 10 again. Write the sports you can find.

b What other sports can you think of? Write them down.

c Compare your list with a partner.

d Ask each other about the sports on your list.

Have you ever played golf?

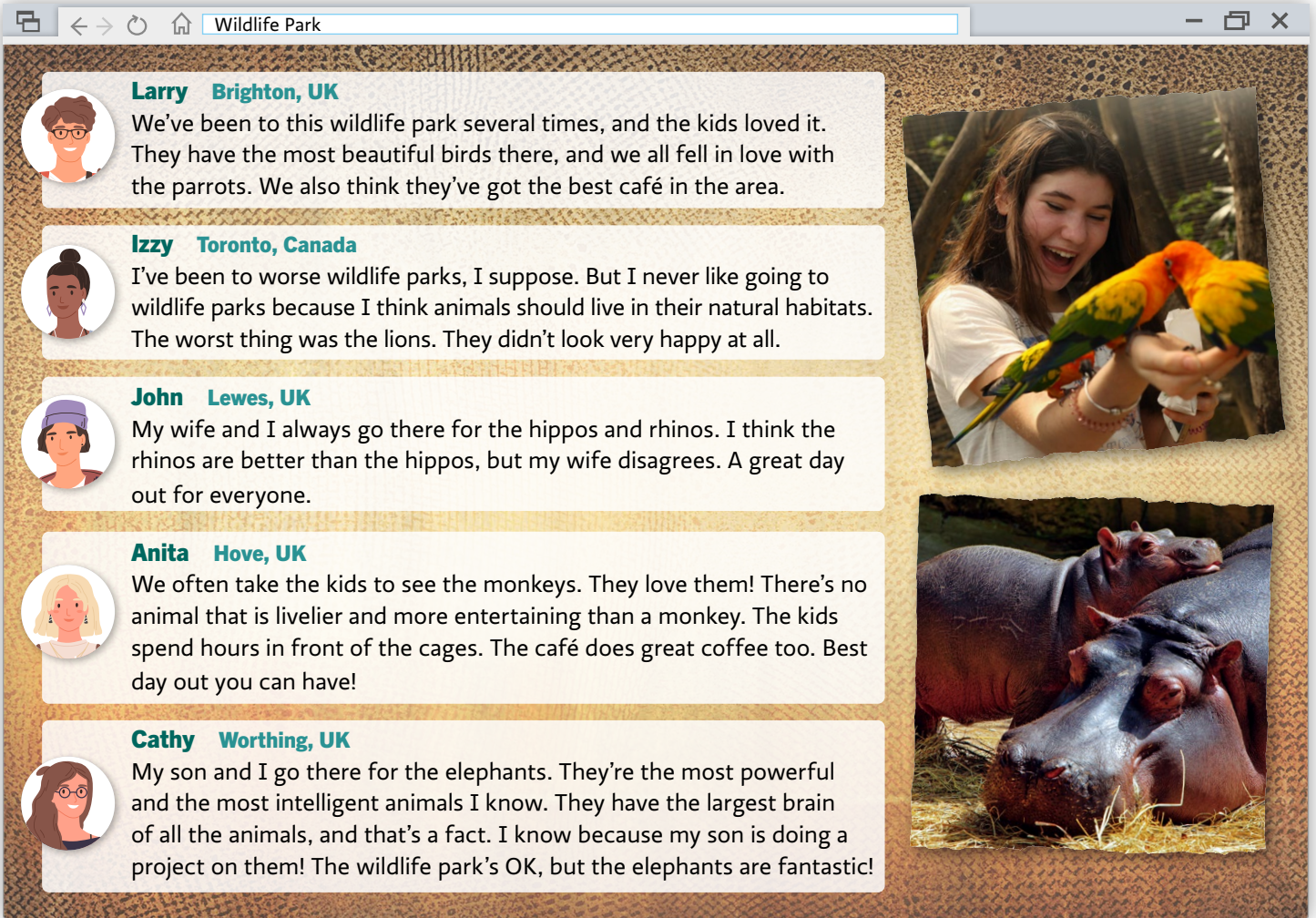
Yes, I have. / No, I haven't.



Reading and listening

A day out

1a Read the comments on the website. Which comment is the most / the least favourable?



Larry Brighton, UK
We've been to this wildlife park several times, and the kids loved it. They have the most beautiful birds there, and we all fell in love with the parrots. We also think they've got the best café in the area.

Izzy Toronto, Canada
I've been to worse wildlife parks, I suppose. But I never like going to wildlife parks because I think animals should live in their natural habitats. The worst thing was the lions. They didn't look very happy at all.

John Lewes, UK
My wife and I always go there for the hippos and rhinos. I think the rhinos are better than the hippos, but my wife disagrees. A great day out for everyone.

Anita Hove, UK
We often take the kids to see the monkeys. They love them! There's no animal that is livelier and more entertaining than a monkey. The kids spend hours in front of the cages. The café does great coffee too. Best day out you can have!

Cathy Worthing, UK
My son and I go there for the elephants. They're the most powerful and the most intelligent animals I know. They have the largest brain of all the animals, and that's a fact. I know because my son is doing a project on them! The wildlife park's OK, but the elephants are fantastic!



b Read the comments again. Answer the questions.

- 1 What does Larry think of the café?
- 2 Why is Izzy against wildlife parks?
- 3 What do John and his wife disagree about?
- 4 Why do Anita's kids spend hours in front of the monkey cages?
- 5 What does Cathy like best about the wildlife park?

2a  W.09 Listen to Kylie and Connor talking about their plans. What do they agree to do?

b  W.10 Listen again. Answer the questions.

- 1 When are they meeting?
- 2 Why can't they walk?
- 3 Why can't they take a taxi?
- 4 Why can't they go there by car?
- 5 What public transport will they use?

Grammar and vocabulary

Comparatives and superlatives

1a Complete the sentences from the website on page 12 with the comparative form of the adjectives.

- I've been to _____ (bad) wildlife parks.
- I think the rhinos are _____ (good) than the hippos.
- There's no animal that is _____ (lively) and _____ (entertaining) than a monkey.

b Complete the sentences from the website with the superlative form of the adjectives.

- They've got the _____ (good) café in the area.
- The _____ (bad) thing was the lions.
- They're the _____ (powerful) and the _____ (intelligent) animals I know.
- They have the _____ (large) brain of all the animals.

c Complete the table with the base, comparative and superlative form of the adjectives.

Base form	Comparative	Superlative
funny	¹ <i>funnier</i>	2
expensive	3	4
5	6	worst
7	better	8
lively	9	10
11	12	most interesting

d Complete the questions with the superlative form of the adjectives.

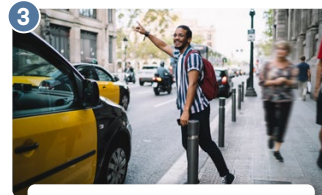
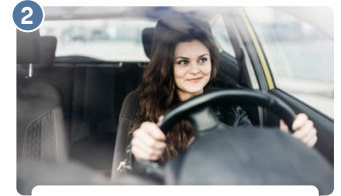
- What was the _____ (interesting) thing that happened last week?
- What was the _____ (exciting) thing that happened last week?
- What was the _____ (good) thing that happened last week?
- What was the _____ (bad) thing that happened last week?

e  Ask and answer the questions from **1d**.

Transport

2a Label the photos with the words and phrases.

get a taxi take the bus walk drive a car



b What other transport words can you think of? Write them down.

c Compare your list with a partner.

Animals

3a Look at the website comments on page 12 again. Match the people with the animals they mention.

Izzy Cathy Anita John Larry



b What other animal words can you think of? Write them down.

c Compare your list with a partner.

1

Amazing young people



2 ☐



3 ☐



1 ☐



4 ☐



5 ☐

Vocabulary

Adjectives to describe personality

1a Match the adjectives with the definitions.

Someone who is ...

- | | |
|--------------------------------------|--|
| 1 ☐ honest | a is happy to help others. |
| 2 ☐ sensible | b doesn't get angry quickly. |
| 3 ☐ helpful | c knows how other people are feeling. |
| 4 ☐ talented | d is happy to share things with others. |
| 5 ☐ calm | e makes other people laugh. |
| 6 ☐ patient | f always tells the truth. |
| 7 ☐ sensitive | g always sees the good side of things. |
| 8 ☐ generous | h thinks carefully before he/she does something. |
| 9 ☐ funny | i is happy to wait for other people. |
| 10 ☐ positive | j is very good at doing something. |

At the end of this unit ...

you know

- ☐ adjectives to describe personality
- ☐ words for jobs
- ☐ how to use relative pronouns
- ☐ when to use the present simple and the present continuous

you can

- ☐ say what qualities are necessary for different jobs
- ☐ congratulate and encourage people
- ☐ understand an article about amazing young people
- ☐ write a profile of a person

b 1.01 Listen and check.

c What other adjectives can you think of to describe people?

d Choose the four most important adjectives for a good friend. Compare with a partner.

A good friend should be ...



The café Circus school



- c Watch part 2 of the video. Look at the photos on pages 14 and 15 and tick the activities that Kylie and Connor do.

6 ☐



7 ☐



- 1a Watch part 1 of the video.

- b Read the dialogue. Circle T (True) or F (False).

- | | |
|---|-------|
| 1 The man is standing by a door. | T / F |
| 2 The man is holding a knife. | T / F |
| 3 The man is with a friend. | T / F |
| 4 Connor can't see the man. | T / F |
| 5 Kylie and Connor saw the man in a shop. | T / F |
| 6 The man is a teacher at their school. | T / F |
| 7 Connor wants to learn circus skills. | T / F |
| 8 Kylie isn't interested in learning circus skills. | T / F |

Kylie Can you see that man over there by the door?

Connor Yes.

Kylie That's the man, the man from the park.

Connor What man?

Kylie ¹You know. The man with the knives?

Connor I'm sorry. ²I'm not following you.

Kylie OK. There's a man by the door. He's sitting by the window and he's with a friend. They're drinking some tea.

Connor Yes, I can see him. I just don't know what you're talking about.

Kylie Well, he's the man that we saw in the park a few weeks ago.

Connor In the park?

Kylie Yes, he does all that stuff with the knives and fire. Remember?

Connor The circus guy?

Kylie Yes, that's it. The circus guy. He teaches circus skills.

Connor ³Are you sure? Is that him?

Kylie It is. He's really talented. He does some amazing things.

Connor ⁴You know what? I think you're right. It *is* him. I didn't recognise him. He teaches the kids on Sunday mornings.

Kylie He always seems to be patient. And helpful. He's great.

Connor I'd love to be able to do some of that stuff.

Kylie Me too. So why don't we?

Connor What? What are you doing? Where are you going?

Kylie I'm going to talk to him. I want to ask him to teach me. Us.

⁵Come on!

Connor I hope he's patient!

Everyday English

- 2a Match the underlined expressions in the dialogue with their meanings.

- | | |
|---------------------------------------|---|
| a ☐ | I don't understand what you're saying. |
| b ☐ | Do you think you're right? |
| c ☒ | I'm sure you understand what I'm talking about. |
| d ☐ | Follow me. |
| e ☐ | When I think about it more. |

- b Work in pairs. Choose two of the expressions and write a two-line dialogue for each one.

A *The chemistry test is tomorrow afternoon.*

B *Are you sure? I think it's on Thursday morning.*

- c Act out your best dialogue.

Grammar

Present simple vs present continuous

1a Complete the sentences from the dialogue on page 15 with the verbs. Use the present simple or the present continuous.

- 1 He 's sitting (sit) by the door.
- 2 They _____ (drink) some tea.
- 3 I just _____ (not know) what you're talking about.
- 4 The circus guy. He _____ (teach) circus skills.
- 5 He's really talented. He _____ (do) some amazing things.
- 6 I _____ (think) you're right.
- 7 I _____ (want) to ask him to teach me.

b Read the dialogue again and check.

2a 1.02 Listen and read.

Language box

- 1 He **teaches** history.
- 2 Our cat **doesn't sleep** outside at night.
- 3 She's **having** her lunch.
- 4 They **aren't singing** at the moment.

b Complete the rules with *present simple* or *present continuous*.

- We use the ¹ _____ to talk about what people usually do: their job, hobbies, etc.
- We use the ² _____ to talk about what people are doing now.
- There are some verbs that we don't usually use in the ³ _____ (e.g., *like, love, know, think, want, need, understand*).

I don't understand. NOT *I'm not understanding.*

She wants to leave. NOT *She's wanting to leave.*

3a Complete with the sentences in the Language box.

My family



My dad is a teacher. He teaches history. He isn't teaching at the moment. He's drinking coffee in the staffroom.

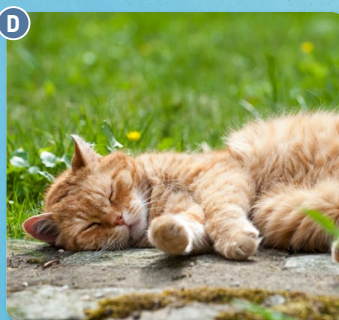


My mum works in a bank. She isn't working at the moment.



My twin sisters sing really well. They also write songs.

They're listening to music.



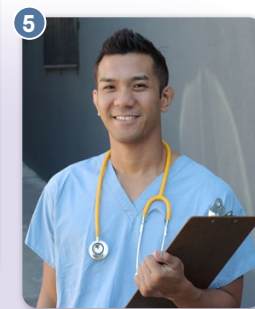
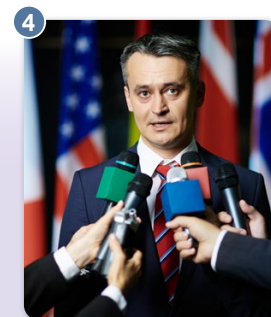
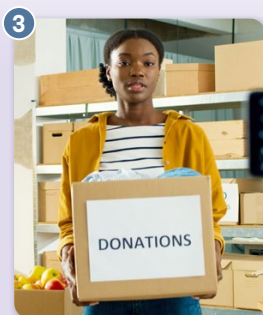
He sleeps inside. But at the moment he's sleeping in the garden.

b Write similar sentences about two of your family members.

- 1 _____
- 2 _____

Vocabulary and speaking

Jobs



1a Match the words with the photos.

- | | | |
|---|---|-------------------------------------|
| ☐ charity worker | ☐ entrepreneur | ☐ politician |
| ☐ sportsman | ☒ 1 scientist | ☐ nurse |
| ☐ artist | ☐ police officer | |
| ☐ musician | ☐ actor | |

b 1.03 Listen and check.

c Read what these teenagers say about their future. Complete the sentences with the jobs from 1a.

- I love playing the guitar and the keyboard. I really want to be a/an _____ when I'm older.
- Lots of people in the world live in difficult situations. I want to be a/an _____ and help as many people as I can.
- I want my own business and I want to create lots of jobs for other people. I want to be a/an _____.
- I love playing football, basketball, volleyball, tennis ... I don't care what I play – I just want to be a/an _____.
- I want to be in films and on TV. I want to be famous all over the world. I'm going to be a/an _____.
- I think I'm good at knowing the difference between right and wrong. I also want to make the world a safer place. I want to be a/an _____.
- I'm very creative. I love painting. I'd like to be a/an _____.
- I want to work for the people in my country and make it a better place. I'd like to be a/an _____.

2 Work in pairs. Think of two adjectives that are important for each job in 1a.

politician – confident, honest

Options



3 Choose A or B.

A Work with someone from another pair. Say what you think about each job. Can they guess the job?

You need to be confident and honest to be ...

That's right.

A politician?

B Work with someone from another pair. Discuss your adjectives from 2 and give reasons.

Politicians need to be confident – they have to believe in their ideas.

Politicians need to be honest so people can believe them.

Grammar

Relative pronouns

1a 1.04 Listen and label the photos with the names.

Alfie Zoe Jordan Steve



b 1.05 Listen again. Who or what was each person's biggest inspiration?

Alfie _____ Jordan _____
Zoe _____ Steve _____

2a 1.06 Listen and read. Which person from **1a** said these things?

Language box

- 1 The subject **that** I liked most at school was drama.
- 2 When I was ten, I read a book **which** was called *How to become a millionaire*.
- 3 The man **who** lived next door to us was a police officer.
- 4 Mr Henderson was the person **that** inspired me to become a scientist.

b Which sentences in the Language box talk about:

- a a person: _____ and _____
b a thing: _____ and _____

c Complete the rules with *who* or *which*.

- We can use a relative pronoun to make it clear which person or thing we're talking about.
The man who lived next door to us was a police officer.
- When we refer to people, we can use ¹ _____ or *that*.
- When we refer to things, we can use ² _____ or *that*.

3a Complete the sentences so they're true for you.

- 1 _____ is the subject _____ I like best.
- 2 _____ was the teacher _____ inspired me the most at primary school.
- 3 _____ is a book _____ I can read many times.
- 4 _____ is a film _____ I never want to see again.
- 5 _____ is the person _____ thinks the most like me.
- 6 _____ is the actor _____ never makes a bad film.
- 7 _____ is the sport _____ I am best at.
- 8 _____ is the toy _____ I liked best when I was 5.

b Compare your sentences.

Skills Listening and speaking

Congratulating and encouraging

1a **1.07** Listen to a headteacher discussing two of her students with another teacher. What job is she thinking of giving them?

b **1.08** Listen again. Which adjectives do they use to describe Annie and Ryan?

Annie _____

Ryan _____

2a **1.09** Listen to Ryan talking to Annie. What's her surprise for him?

b **1.10** Listen again and read the dialogue. Complete the sentences with the names.

_____ is worried about the job. _____ congratulates him/her and offers him/her encouragement.

Annie What's up, Ryan? You look worried.

Ryan I am. But I'm also kind of excited.

Annie Why? What's happened?

Ryan Well, I went to see Mrs Owen this morning.

Annie The headteacher?

Ryan Yes, and she wants me to be head boy next year.

Annie Head boy – ¹ that's amazing. ² You really deserve it.

Ryan Thanks, but it's a lot of responsibility. I'm not sure I can do it.

Annie ³ Of course you can do it. ⁴ You'll be great.

Ryan But I have to give a speech to the new students and their parents. I'm terrified.

Annie ⁵ There's no need to worry. ⁶ You're really good at speaking in class.

Ryan I'm not so sure. And then I have to write a welcome letter too.

Annie ⁷ No problem. You're really good at English.

Ryan Oh, I don't know.

Annie Don't be silly. You're the perfect choice. That's why they asked you.

Ryan Thanks, Annie – you always know how to make me feel great.

Annie And besides. We'll make a great team.

Ryan We?

Annie Yes. They want me to be head girl!

Ryan ⁸ I don't believe it! ⁹ That's fantastic news.



c Look at the underlined expressions in the dialogue. Write them in the correct place in the table.

Congratulating and reacting to good news	Offering encouragement
<u>That's amazing.</u>	

Sounds right p. 110

3 Work in pairs.

Student A Your teacher wants you to be captain of a school sports team. What worries do you have? Tell student B your news and your worries.

Student B Listen to student B's news. Congratulate him/her and offer encouragement.

Guess what, I'm the new ...

I'm a bit nervous.

That's amazing!

Skills Reading

1a Read the article quickly. Which of these three people do you think is the most amazing?

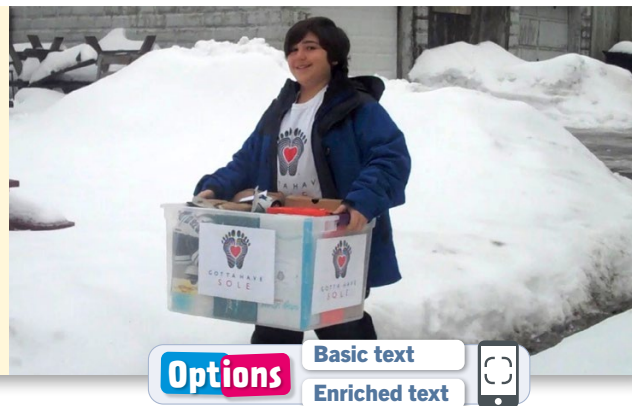
Three amazing young people

When Ruby Bridges was 4, her family moved to New Orleans. It was 1958 and there were separate schools for African Americans and white children. In 1960, Ruby took a test that allowed her to attend a “white school”. On her first day of school, there was a large crowd in front of the school protesting against Ruby and her mother. But ¹ Ruby wasn’t scared and she walked through the school doors. Some white parents took their children out of school, and for a year, only one teacher wanted to teach Ruby. But Ruby never gave up, and after a year she was joined at school by other African American children.



Amariyanna Copeny is concerned about the environment. When she was 8, she wrote a letter to President Obama. In her letter, she told him about the water pollution in her hometown of Flint, Michigan. Obama visited Flint and sent state money to Flint to help. Amariyanna also helped to raise \$50,000 to buy bottled water for the community. She raised money for other good causes too. Now she’s ² to become president of the US herself.

When Nicholas Lowinger was a young child, he saw children who had to share their shoes with their brothers and sisters. It upset him. He believed that if children didn’t have shoes on their feet, they couldn’t be ³ in their daily lives. So, in 2010, when he was 12, he started a project called Gotta Have Sole. He collected more than 100,000 pairs of shoes to give to homeless children. He often delivered the shoes personally. Gotta Have Sole has since started other programmes too, like teaching skills to kids in homeless shelters that help them succeed in school.



Options

Basic text

Enriched text

b 1.11 Read the article again and listen. How many of these tasks can you do?

- 1 Ruby took an entrance test to a “white school”. T / F
- 2 Protesters stopped Ruby going into the school. T / F
- 3 There was only one teacher who wanted to teach Ruby. T / F
- 4 When she was 8, Amariyanna _____ to President Obama.
- 5 She wrote about _____ in Flint.
- 6 Amariyanna really wants to be _____ one day.
- 7 How did Nicholas get the idea for collecting shoes?
- 8 What did he do with the shoes?
- 9 Why does he believe shoes are important?

2a Look at these adjectives and their definitions. Write them in the spaces in the article.

- a If you are **confident**, you believe you can do something.
- b If you are **courageous**, you are brave and not scared to do something.
- c If you are **determined**, nothing will stop you doing what you want to do.

b What other adjectives can you think of to describe these young people?

3 Discuss the questions.

- 1 Who is the most amazing person you know?
- 2 Why is he/she amazing?

Skills Writing

A profile of a person

1 Read the profile of Nicholas D'Aloisio. What does the Summly app do?

Profile

Nicholas D'Aloisio

- 1 Some teenagers are extremely successful at business. They become entrepreneurs at a young age and make a lot of money.
- 2 Such a person is Nicholas D'Aloisio. Nicholas was born in Melbourne, Australia in 1995. After seven years, he moved to London with his parents. Nicholas became interested in computing at a young age and taught himself basic programming.
- 3 In 2011, at the age of only 16, he launched an app called Summly. The app automatically summarises newspaper articles and other material. In 2013, he sold this app to Yahoo for \$30 million. In the same year, he started working for Yahoo. He was with the company from



2013 until 2015. In 2015, he founded Sphere Knowledge, a start-up where people can swap information quickly.

- 4 I think that Nicholas is amazing because he shows that age is not always important. With a good idea, you can earn a lot of money and offer people a good service.

2a Match paragraphs 1–4 with their content.

- a ☒ 2 who he is
- b ☐ why the writer thinks he's amazing
- c ☐ introduction
- d ☐ what he did

b Complete the information with the dates from the profile in 1.

Biographical data

- 1 1995 was born
- 2 _____ moved to London

Achievements

- 3 _____ launched Summly
- 4 _____ sold Summly
- 5 _____ started Sphere Knowledge

3 Complete the sentences with the missing prepositions.

- 1 He was born _____ 1995.
- 2 _____ seven years, he moved to London.
- 3 _____ the age of 16, he launched an app.
- 4 _____ the same year, he started working for Yahoo.
- 5 He worked at Yahoo _____ 2013 _____ 2015.

Options



4 Choose A or B.

A Write a profile of a classmate (80–100 words). Interview him/her before you start writing. Ask about:

- when and where he/she was born.
- important dates in his/her life so far.

B Do some research and write a profile of an amazing teenager (120–150 words).



Successful discussions

- 1a** Look at the photo. How do you think Luna feels on the first day of the school year and why?



- b** Watch the video and check your answer.
c Watch the video again. Answer the questions.

- 1 Was Luna happy to be back at school? Why (not)?
- 2 What didn't she like?
- 3 How did the class feel about the new rule?
- 4 What did Luna do?
- 5 What was the result?



- 2a** Work in pairs. Imagine there's a new rule at your school that you don't like. Which of these sentences would you NOT say to a teacher or headteacher? Why not?

- 1 This new rule is really silly. Whose idea was that?
- 2 We aren't very happy about the new rule. Can you please explain why it was introduced?
- 3 We don't care what you think. We know what we don't like and that's it!
- 4 Thank you for explaining the reason. Could we suggest a different solution to the problem?

- b** What was good about Luna's communication with the headteacher? What was good about the headteacher's reaction?



- 3** Work in pairs. Match the sentence halves. Which of these things are you good at already? Which do you want to improve?

Top tips for successful discussions

- 1 ☐ Don't interrupt while ...
 - 2 ☐ Check for understanding if necessary. Say, ...
 - 3 ☐ At the beginning of the conversation, thank ...
 - 4 ☐ Show you understand the other person's opinion. Say, ...
- a** "So you're saying that ...?"
b "I understand why you're saying that. I think ..."
c the other person is speaking.
d the other person for giving you the opportunity to talk.



Project



- 4** Work in pairs. Choose one of the situations below. Develop a role play with the headteacher or another teacher. Create a short video and show it to the class.
- 1 There's a lot of traffic in the street that your school is in. Many drivers go too fast.
 - 2 The hall and the corridors in your school look a mess. You think there should be more rubbish bins.
 - 3 The lunch queues at your school cafeteria are so long that quite often students only have a few minutes to eat.

Review

Vocabulary

- 1 Complete the text with the adjectives. There are two extra adjectives.

positive generous sensitive honest
talented calm funny patient

My best friend Sebastian is really cool. I like him because he's a

¹ _____ person

– he always sees the good side of everything and

everyone. He's also kind and ² _____

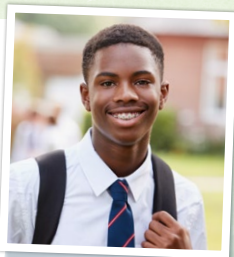
– he always shares things with his friends.

In school, he's good at everything, but he's especially ³ _____ at sport and

music. He's also very ⁴ _____ – he

makes everyone in the class laugh. But if there's a problem, he sometimes gets upset or angry – he isn't very ⁵ _____.

He also hates waiting for other people – he isn't ⁶ _____ at all!



- 2 Match the sentence halves.

- 1 ☐ Brad Pitt and Tom Cruise ...
 - 2 ☐ My brother became a charity worker ...
 - 3 ☐ Maria is a musician ...
 - 4 ☐ Both my parents are nurses ...
 - 5 ☐ Jack is an entrepreneur ...
 - 6 ☐ She trains for hours every day ...
 - 7 ☐ Our police officers ...
 - 8 ☐ I want to be a scientist ...
- a and help find a cure for cancer.
b who plays for a famous orchestra.
c are famous American actors.
d who work at the same hospital.
e because she wants to be a professional sports person.
f make the city a safer place.
g who has started several successful businesses.
h because he enjoys helping other people.

Grammar

- 3 Circle the correct verb forms.

Where are you, Tom?

I ¹ sit / 'm sitting in the garden.

Hey Saj! ² Do you want / Are you wanting to come over?

Sorry, I can't. ³ I do / 'm doing my homework.

Which day do you have football practice?

We ⁴ have / 're having two sessions a week – on Tuesdays and Thursdays.

Do you know where Grandma is? She ⁵ doesn't answer / isn't answering her phone.

She ⁶ 's playing / plays tennis with Mum. Try a bit later.

- 4 Complete the sentences with the present simple or present continuous form of the verbs.

- 1 I can't talk now – I _____ (watch) a film.
- 2 We always _____ (play) basketball on Monday afternoons.
- 3 What _____ you _____ (read)? Is it interesting?
- 4 I really _____ (not understand) this science homework.
- 5 Mrs Martin _____ (not work) here on Fridays.

- 5 Complete the sentences with *who*, *that* or *which*. More than one answer is possible.

- 1 The school _____ I go to has 800 students.
- 2 Is she the girl _____ lives next door to you?
- 3 The subject _____ I am most interested in is history.
- 4 The film _____ we went to see was really exciting.
- 5 He was an entrepreneur _____ gave a lot of money to charities.



Culture

The world's youngest record holders

Key words

break a record youngest ... ever
win a medal be elected solve
incredible challenge

1a Read the texts quickly. Who was the youngest when he/she set a world record?

GREAT ACHIEVERS

All through the ages and all over the world young people have broken records – in politics, sports and entertainment. Let's meet a few.



Marjorie Gestring was a springboard diver from the US. She was the youngest girl ever to win an Olympic gold medal. She was 13 years and 268 days old when she won the medal in the 1936 Berlin Games.



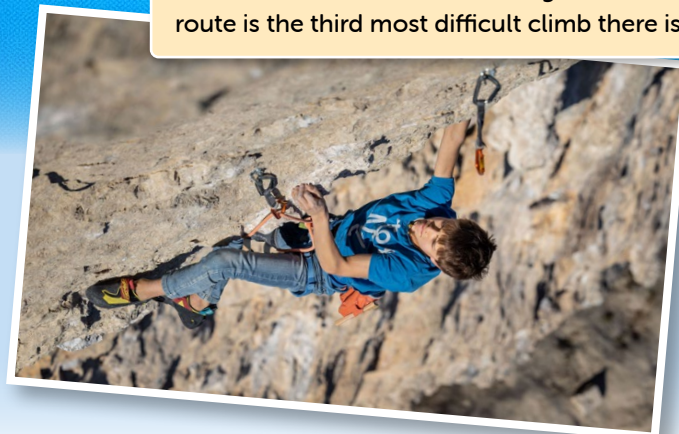
Mhairi Black, a Scottish member of the UK parliament, was first elected at the age of 20 in 2015. She was the youngest member of parliament since 1806. When elected, she was 20 years and 237 days old.

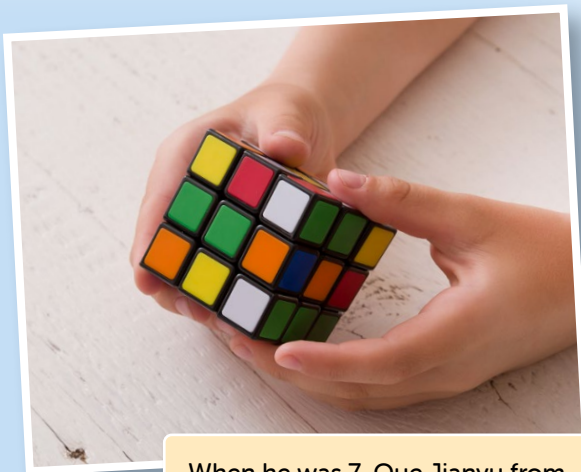


In 2020, 10-year-old Nadub Gill solved an incredible 196 maths questions in one minute on his computer. He beat 700 other children who were doing the same challenge. Nadub was originally from Pakistan, but now he lives in Derbyshire, England.



In September 2022, Théo Blass from France became the youngest person to complete a grade 9A climbing route. He was 12 years and 9 months old at the time. A grade 9A route is the third most difficult climb there is.





When he was 7, Que Jianyu from China became the youngest person to solve a Rubik's Cube while blindfolded. In 2018, when he was 13, he solved three Rubik's Cubes while juggling them. He solved the three cubes in just 5 minutes and 6.61 seconds.



At 14 years old, Australian Jade Hameister became the youngest person to ski to the North Pole. At 15, she became the youngest woman to cross Greenland, and at 16, she became the youngest person to ski to the South Pole.

b Read the texts again. Complete the table with the information.

Name	Age	Achievement(s)
Marjorie Gestring	13 years and 268 days	won a gold medal in the 1936 Berlin Olympic Games
Mhairi Black		
Que Jianyu		
Nadub Gill		
Théo Blass		
Jade Hameister		

2a **1.12** Listen to Noah telling Marisa about how to break a world record. Answer the questions.

- 1 What record does he want to break?
- 2 What is the world record?
- 3 What is Noah's best score?



b **1.13** Listen again. Match the rules.

- | | |
|---------------------------------|--|
| Rule 1 ☐ | a Choose something you might be good at. |
| Rule 2 ☐ | b Practise a lot. |
| Rule 3 ☐ | c Don't choose something you can't do. |
| Rule 4 ☐ | d Choose something you enjoy. |

c What world record would you like to break?

I'd like to be the best ...

I'd like to break the world record for ...

Options

Basic text

Enriched text



2

Into the unknown

At the end of this unit ...

you know

- ☐ phrases to describe a road trip
- ☐ words for camping equipment
- ☐ how to use the past continuous and the past simple with *when* and *while*

you can

- ☐ talk about events that were happening in the past
- ☐ say what things are used for
- ☐ give and follow instructions
- ☐ understand an article about a long journey
- ☐ write a short story



Watching the world Route 66

1a Before you watch.

Look at the photos. What do you know about Route 66?
Why do you think it's famous?

b Watch the video. Answer the questions.

- 1 How long is Route 66?
- 2 Which two cities does it connect?
- 3 How many states does it pass through?
- 4 When was it most popular and why?
- 5 When was it closed?
- 6 Where is the Route 66 Museum?

2 Discuss the questions.

- 1 Would you like to travel on Route 66? Why (not)?

Absolutely. / No way. I think it would be exciting/boring.

I'd like to see it because ...

- 2 What famous roads are there in your country?

A famous road is ...

Everybody should see ... because ...

Vocabulary and speaking

A road trip

1a Read the beginning of two short stories set on Route 66. Match each one with a title.

a ☐ Trouble on Route 66

b ☐ Love on Route 66

1



I stopped the car on the side of the road and looked at the map. I couldn't understand it at all. I was lost! I was getting angry. What a stupid idea to go on a road trip on Route 66. It was raining hard, but through the window I could see a figure. Someone was walking towards the car. It was then that I noticed the flashing blue lights in my mirror. It was the police. "Just my luck," I thought. There was a knock on the window. I opened it slowly. "Was I driving too fast, officer?" I said, without looking up. "No, sir. I just wanted to check everything's OK." That was the first time I heard her voice.

2

The sun was setting and we were getting tired. Ahead we could see the large neon lights of a diner. Emily wasn't feeling great. "Can we stop for something to eat?" Emily asked Mum. "I want to take a break." "Not now," Mum replied, as we drove past the restaurant. "It's still 50 km until the motel and I really want to get there before it gets dark." Emily looked at me and sighed. "I'm tired of seeing

all those sights. I'm tired of sleeping in motels every night," she whispered. Just then, the car made a funny sort of noise. It got slower and slower. Then it stopped. "Why didn't I fill up the car at the petrol station?" I didn't answer because I thought Mum was talking to herself. "What's the matter, Mum?" Emily asked. "We've run out of petrol," Mum replied.

b Choose one of the stories and decide what happens next.

2a Match the halves to make phrases. Use the stories to help you.

- | | |
|---------------------------------------|------------------------|
| 1 ☐ go on | a the sights |
| 2 ☐ take | b lost |
| 3 ☐ see | c in a motel |
| 4 ☐ sleep | d a road trip |
| 5 ☐ be | e the car |
| 6 ☐ fill up | f petrol |
| 7 ☐ run out of | g for something to eat |
| 8 ☐ stop | h a break |

b 2.01 Listen and check.

c Think of the beginning of a short story called "Danger on Route 66". Tell it to a partner. Use at least four of the phrases from 2a.

d Work with another pair. Share the beginning of your stories.



Sounds right p. 110



Grammar

Past continuous

1a Read the sentences. Which story on page 27 do they come from? Write **T** (*Trouble on Route 66*) or **L** (*Love on Route 66*).

- 1 ☒ **L** Someone was walking towards the car.
- 2 ☐ Emily wasn't feeling great.
- 3 ☐ Was I driving too fast, officer?
- 4 ☐ It was raining hard.
- 5 ☐ The sun was setting.
- 6 ☐ We were getting tired.

b Read the stories on page 27 again and check.

2a  **2.02** Listen and read.

Language box

- 1 I **wasn't running**. I **was walking**.
- 2 **Were you waiting** a long time?
- 3 He **wasn't feeling** very well.
- 4 The sun **was shining** and the birds **were singing**.
- 5 We **were taking** the dogs for a walk in the park.
- 6 They **were feeling** tired and hungry.

b Complete the rules with **set the scene** and **in progress**.

- We use the past continuous to talk about actions that were ¹ _____ at a certain time in the past.
- We often use the past continuous to ² _____ for a story.
- We can also use the past continuous to stress that the action took some time.

c Complete with the sentences in the Language box.

a Mr Day: Where's Max?

Ana: _____
So he went home.

b It was the perfect start to the day. _____

c Mr Day: Why are you running, Lucy? Are you late for lessons again?

Lucy: _____

d Mr Day: What were you doing at 8 p.m. last night?

Eva: Eight o'clock? _____

e Ben: Sorry I'm late. _____

Ayla: No, don't worry. I just got here five minutes ago.

f _____
They decided to stop for something to eat.

3a What were you doing at these times yesterday?
Write your answers.

5 a.m. _____

7.30 a.m. _____

10 a.m. _____

2 p.m. _____

7 p.m. _____

9 p.m. _____

b  Guess what your partner was doing.

Were you sleeping at 5 a.m.?

Yes, I was.

Were you having breakfast at half past seven?

No, I wasn't. I was sleeping.

Vocabulary and speaking

An adventure



1a Match the words with the photos.

- | | |
|--|--|
| ☐ tent | ☐ sun cream |
| ☐ sleeping bag | ☐ matches |
| ☐ torch | ☐ penknife |
| ☐ map | ☐ rucksack |
| ☐ first aid kit | ☐ compass |
| ☐ stove | ☐ inflatable mattress |

b 2.03 Listen and check.

c Mime using one of the objects in 1a for your partner to guess.

Are you using sun cream?

Yes, that's right.

2a 2.04 Listen and write the object. Compare with a partner.

1 _____ 3 _____

2 _____ 4 _____

b Choose an object and tell your partner what it's for. Can your partner guess what it is?

You need/use these
to make a fire.

These are for
making a fire.

Options

3 Choose A or B.

A Discuss 1 below.

B Discuss 1, 2 and 3 below.

1 You're going on a camping trip in the middle of a forest. You have all the food and water you need. You can only take eight of the things in 1a. What are they?

We should take ...

We need a/an ... for -ing ...

We need a/an ... to ...

A/an ... is very important.

We don't really need a ...

2 You can also take an item that isn't on the list. What do you take and why?

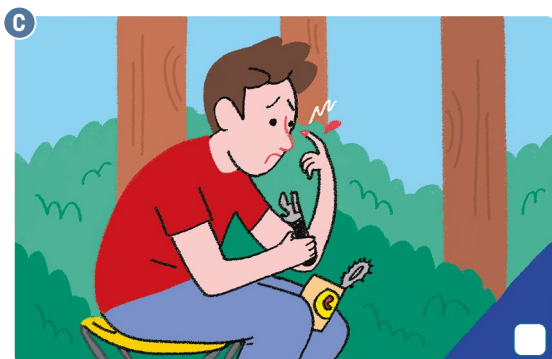
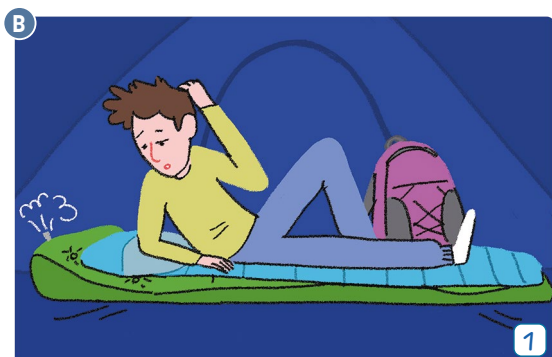
3 Unfortunately, while you're hiking, you drop your rucksack in the river. You only have time to save four things. What are they?

Grammar

Past continuous vs past simple; *when/while*

1a 2.05 Listen to Liam telling his mother about his camping trip. How many nights did he camp for?

b 2.06 Listen again. Number the events in the order you hear them.



2a 2.07 Listen and read. Match the sentences in the Language box with the pictures in **1b**.

Language box

- 1 ☒ **B** My mattress burst while I was sleeping.
- 2 ☐ While I was opening a can of beans, I cut my finger.
- 3 ☐ I dropped my matches while I was crossing a river.
- 4 ☐ I was cooking some sausages when my stove ran out of gas.

b Complete the rules with *simple* or *continuous*.

- We use the past simple with the past continuous to talk about a past action that interrupted another longer action.
- We use the past ¹ _____ to describe the shorter action.
- We use the past ² _____ to describe the longer action.
- We often connect the past simple and past continuous with *when* or *while*.
- We can't use *while* before the past ³ _____ in this kind of sentence.

3 Use the ideas to make more past continuous and past simple sentences about camping problems.

1 put up tent / fall over rope

While I was putting up the tent, I fell over a rope.

2 start to rain / look at map

3 walk in forest / drop compass

4 hit head on tree / look for first aid kit

5 use matches / burn finger

6 carry rucksack / clothes fall out

4 Take turns to make sentences to describe "my worst day ever".

While I was walking to school, I fell over and hit my head.

My toothbrush broke while I was brushing my teeth.

Skills Listening and speaking

Giving and following instructions

1a 2.08 Listen to the dialogue. Number the items in the order you hear them.

A  stones ☐	B  matches ☐	C  tent ☐ 1
D  umbrella ☐	E  leaves ☐	F  wood ☐

b 2.09 Listen again. Complete the sentences with the names.

Layla and Amy are camping. ¹_____ is giving ²_____ instructions on how to make a fire.

c Look at the underlined expressions in the dialogue below. Write them in the correct place in the table.

Giving instructions	Following instructions
First of all, ...	

Layla Right. OK, the tent's up. Now let's make a fire. How do we start, Amy?

Amy OK. ¹First of all, we need some wood. ²Go and look for small pieces, Layla. I'll look for some larger pieces.

Fifteen minutes later ...

Layla I think that's enough wood. ³What's next?

Amy ⁴Next, we need to clear a space, and ⁵after that, we'll put some stones in a circle to keep the fire in.

Layla OK. ⁶I see.

Amy And I'll go and find some dry leaves.

Layla Leaves?

Amy Yes, we light them first. ⁷And once they're burning, we put the small pieces of wood on.

Fifteen minutes later ...

Layla Looks good, Amy. ⁸Now what?

Amy ⁹Now we light the fire! ¹⁰Pass me the matches, please.

Layla Hang on. What matches?

Amy Haha. Shall I rub sticks together?

Layla Just kidding. Here are the matches. And ¹¹be careful. There are only a few left.

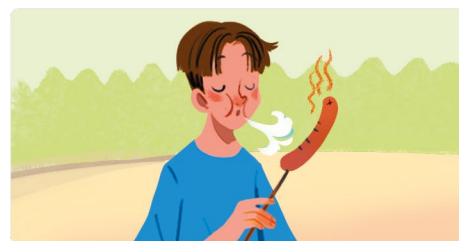
Amy And finally, light the fire. Oh no, it's starting to rain. Give me the umbrella, Layla!

Layla What umbrella?



2a Look at the pictures and describe what you can see in each one. Use these words to help you.

sharp stick sausage
fire blow cool



b Plan a dialogue about how to cook sausages over a fire. Use the pictures and the expressions in 1c.

c Practise the dialogue.

First of all, make a fire.

OK, what's next?

Skills Reading

1a Read the article quickly. How long did the journey take?

An Atlantic crossing



New York Harbour, June 2022. Two friends, Damian Browne and Fergus Farrell, got into their rowing boat. In front of them was a 5,000 km journey across the Atlantic Ocean to their hometown of Ireland, a journey of extreme cold and storms with waves of up to 10 m.

The two men set off in good spirits. They had a world record to beat. Norwegians George Harbo and Frank Samuelsen were the first to make this journey more than 125 years ago. They crossed from New York to Le Havre in France in just over 60 days. Incredibly, this was still the record to beat.



Browne and Farrell knew that only one in three attempts to do that crossing was successful. They knew they needed the wind to be their friend and, most importantly, they knew they mustn't fall into the water. It usually takes one person too long to turn the boat around in high waves and rescue the other person. Their boat was 6.2 m long and full of great equipment: solar panels, high-energy food for 60 days, a machine that turns salt water into drinking water. And two places to sleep.

At first, everything went well, but after 13 days, Fergus had to give up because he was exhausted. A ship took him back to New York, leaving Damian to complete the journey alone.

Damian, who rowed the Atlantic from east to west in 2018, gave his best. After an incredible 112 days at sea and after rowing 2,686 hours – “fighting mother nature every step of the way”, as he said – Damian arrived in Galway in Ireland on 4th October. He didn't beat the record, but it was an amazing achievement!

Options

Basic text

Enriched text



b 2.10 Read the article again and listen. How many of these tasks can you do?

- 1 The men didn't know each other before the journey. T / F
- 2 The journey across the Atlantic was 5,000 km long. T / F
- 3 The men wanted to be in Le Havre in less than 60 days. T / F
- 4 You mustn't fall into the water because _____.
- 5 Their food had to last _____.
- 6 After 13 days, Fergus _____.
- 7 What did Damian do after Fergus gave up?
- 8 What previous experience did Damian have with rowing the Atlantic?
- 9 How many kilometres did he cover in how many days?

2 Look at the underlined words in the article. Write them next to the correct meaning.

- 1 feeling happy _____
- 2 the things you need to do a job _____
- 3 the country you are from _____
- 4 to stop doing something _____
- 5 times when you try to do something _____

3a You're going to interview Damian and Fergus. Think of two questions to ask each of them.

b Compare your questions with a partner.

c Role play. Work in groups of three. One of you is Damian, one is Fergus, and the other is the interviewer. Ask and answer your questions.



Skills Writing

A story

1a Read the beginning of a story. Where are Ruby and her dad going to spend the night?

- 1 Dad and I were on our way to the mountains for the weekend. I was very excited.¹ While we were driving, it started to snow. I was happy. I really wanted to do some skiing. "Two more hours, Ruby," Dad said. "I want to get there before it gets dark."
- 2 It was snowing more ² heavily, and it was getting difficult to see. Dad seemed a bit ³ worried. He started driving more slowly. After a few more minutes, he said, "I'm going to stop at the side of the road."
- 3 After half an hour, the snow stopped, but now ⁴ it was getting darker. Dad tried to start the car, but nothing happened. "That's strange," he said. "We've got lots of petrol. I filled up the car before we left." ⁵ Dad got out his phone to call for some help. While he was talking, his phone ran out of battery. He put it back in his pocket.
⁶ "I think we're going to sleep in the car tonight," he said.

b  Discuss what happens next in the story. Compare your ideas with the rest of the class.

2a Answer the questions.

- 1 WHO is the story about?
- 2 WHAT are they doing?
- 3 WHERE are they going?
- 4 WHY are they going there?
- 5 WHEN does the action take place?

b Complete the sentences.

- 1 In paragraph 1, the narrator is happy. This is because she's _____.
- 2 In paragraph 2, things start to go wrong when _____.
- 3 In paragraph 3, the real problems happen. For example, _____.

3a Read the story again. Match the underlined words and phrases with their uses.

- a ☒ 5 past simple for describing an action
- b ☐ a past event interrupting a longer past action
- c ☐ past continuous for setting the scene
- d ☐ direct speech
- e ☐ an adjective
- f ☐ an adverb

b Find another example in the story of items a–f in **3a** and underline them.

Options



4a Choose **A** or **B**.

A Look at the picture and write the first half of the story (60–80 words). Start your paragraphs with the sentences below.



It was a fine day. Hannah was sailing on her own ...

Suddenly, the weather turned bad ...

B Look at the picture and write the first half of the story (80–100 words).



b Swap with a partner. Write an ending for their story (60–100 words).

c Read your partner's ending for your story. What do you think of it?



Learning to learn

Learn how to improve your reading skills

1 Tick what's true for YOU.

1 How good is your reading in English already?

- ☐ I like reading English texts. It helps me improve my English.
- ☐ I understand that reading is important, but I'm a slow reader.
- ☐ For me, reading in English is a pain. I find it difficult to concentrate and easily give up.

2 Before I start reading ...

- ☐ I think about the title of the text and I look at the pictures (if there are any).
- ☐ I don't do anything. I just start reading.
- ☐ I think of other things and often take a long time before I start.

3 When I meet a new word in a text ...

- ☐ I immediately stop reading and check the meaning of the word.
- ☐ I keep on reading, trying to understand the text without knowing the word.
- ☐ I try to guess the meaning of the word from the sentence.

2a Read Part 1 of "What the experts say". Then discuss the questions.

- 1 Why do you think it's important to "activate" words and facts that you might find in the text before you start reading?
- 2 What do you think helps you to understand better – reading quite fast, or reading very slowly? Why?
- 3 Is it good to "say the words quietly to yourself" while reading? Why (not)?

b Read Part 2. Which of the things (1–5) are you already doing?

c Decide which other things (1–5) you'll try. Compare with a partner, giving your reasons.

3 Discuss. What are the most useful things you've learnt in this lesson?



What the experts say about reading skills

Part 1

Reading experts say that it's important that you **activate the knowledge YOU bring to a text** before you start reading. This includes topic words you already know that could be in the text, and also facts you know about the topic. And they say it's useful to understand what type of text it is and where it's from.

They also say that you should pay attention to **how** you read – how fast, and whether you read "with your eyes only", or you say the words quietly to yourself while you're reading.

Part 2

This is important for your future – because you learn better that way!

- 1 Before you read, look at the title, the pictures (if there are any), and the text design. Ask yourself: What words do I expect to find in this text? What do I already know about the topic? What kind of text is this? Where is it from?
- 2 Try to read relatively fast. Studies have shown that people who read too slowly get easily distracted, and start with the same sentence (or page) again and again.
- 3 When you come across a new word, try to understand the meaning of the sentence without knowing exactly what the word means. Maybe you can guess it? Only use a dictionary or ask someone if the word is absolutely essential to understand the text.
- 4 Stop "reading to yourself" while you read. It slows your reading down. Try to read more than one word at a time.
- 5 Later, go through the text a second or a third time. Which words would you like to check with the help of a dictionary? Which words or phrases would it be helpful to remember? Write them in a special notebook. Revise them regularly so you'll remember them.

Review

Vocabulary

1 Complete the sentences with the words.

- David and Cal went on a r_____ t_____ across the US in their car.
- They wanted to explore and s_____ the s_____.
- After a few hours, Cal was tired. He wanted to t_____ a b_____ from driving.
- They s_____ at a restaurant for something to e_____.
- They slept in a m_____.
- David f_____ u_____ the car at petrol stations along the way.
- Sometimes they took the wrong road and they were l_____.
- Once, the car r_____ o_____ of p_____.

2 Complete the email with the words.

rucksack torch inflatable mattress
first aid kit sun cream matches
tent stove

To: Class 3A

Hi everyone!

I hope you've packed your ¹ _____ correctly for our camping trip!

Your ² _____ will be at the campsite and inside it is an ³ _____ for you to sleep on.

Make sure you take a ⁴ _____ to use at night because it's very dark in the forest! You also need ⁵ _____ to make a fire and a ⁶ _____ to cook food on.

In the daytime it's very hot so don't forget your ⁷ _____.

If you hurt yourself, ask me for the ⁸ _____.

Good luck!

Mrs Harrison

Grammar

3 Complete the sentences with the past continuous form of the verbs.

- At 1 o'clock, I _____ (eat) lunch at school.
- Marcus _____ (not feel) very well yesterday.
- It _____ (rain) at 6 o'clock, so we didn't go skateboarding.
- A How long were you waiting for the train?
B We _____ (wait) for 20 minutes.
- A What were you doing at 9 o'clock last night?
B I _____ (watch) a film.
- A What _____ Sam _____ (do) at 8 o'clock this morning?
B He was sleeping.

4 Circle the correct verb forms.

I ¹ **sat** / **was sitting** on the bus on my way to school.

It ² **was raining** / **rained** and the sky was grey.

I ³ **looked** / **was looking** out of the window when

I saw my friend Sasha. She ⁴ **rode** / **was riding** her bike and she was getting wetter and wetter.

Suddenly, it ⁵ **was stopping** / **stopped** raining and the sun came out. When I looked out of the window again, I ⁶ **saw** / **was seeing** Sasha point up at the sky where there was a beautiful rainbow!

5 Complete the sentences with *when* or *while*. Sometimes more than one answer is possible.

- _____ we were sleeping, our tent fell down.
- We ran out of petrol _____ we were driving on Route 66.
- She met Hannah _____ she was working in a café.
- I was cooking dinner _____ there was a knock on the door.
- Jem called me _____ I was doing my homework.
- I was crossing the river _____ I lost my phone.



1a Before you watch, discuss the questions.

- 1 Where did you go for your last holiday?
- 2 Were there lots of other people there?
- 3 Do you prefer to go on holiday to places that are busy or quiet?

b Watch the video. Tick the sentence that is the main message of Jack and Mia's video.

- 1 ☐ Tourism can have a negative effect on certain places in the world.
- 2 ☐ Tourism brings lots of money into some developing countries.
- 3 ☐ Tourism can help local people to find employment.

c Watch the video again. Complete the sentences with the words.

homes environment summer tourists photos

- 1 In some holiday destinations, local people are unhappy because there are too many _____.
- 2 Venice, in Italy, can have over 100,000 visitors every day in the _____.
- 3 People sometimes decide to visit a beautiful place because they've seen other people's _____.
- 4 Too many visitors to a place can damage the natural _____.
- 5 In some popular tourist towns, local people can find it difficult to buy _____.

d What advice about being a responsible tourist do Jack and Mia give?

Reading

2a Look at the photos on page 37. Where do you think this is? Would you like a holiday here? Why (not)?

b Read Beth's blog post on page 37. How is her holiday helping local people?

c Answer the questions.

- 1 What do the farmers grow on the farm where Beth is staying?
- 2 Why does Beth enjoy eating with her host family?
- 3 What job does Beth help with on the farm?
- 4 What big job can guests help with in the autumn?
- 5 When did the *agriturismo* programme begin?
- 6 What is special about the meals that Beth's host family prepares?
- 7 What can visitors buy at the farm?
- 8 How is an *agriturismo* holiday good for the environment?

Project



3a Work in pairs. Follow the instructions and write a sustainability review of a holiday.

- 1 Use the internet to find an organised holiday that you can buy online. Make notes to answer these questions:
 - What is the destination and the accommodation?
 - Is the holiday offered by a local company, or by a company in a different country?
 - What could you buy on holiday there? Do you think this money helps local businesses?
 - Can you learn about the local way of life?
 - Are any of the activities bad for the environment? In what way?
- 2 Write a review of the holiday, answering the questions. Give the holiday a "sustainability rating" out of 10.
- 3 Present your reviews to the class.

b Read everyone's reviews. What was good about other people's reviews? How could you make your own review better?

Beth's Blog

This month ... Italy with a difference!

This week, my family and I are on holiday in Italy. But we aren't staying in a villa or a hotel – we're staying on a farm! It's really beautiful here. The owners of the farm here have olive trees and grow vegetables. They have an enormous farmhouse, and they rent out a part of it to tourists. In the evenings, they cook a big meal and we all eat together in their kitchen. I love that, because it means that I'm learning about real Italian life – and some Italian language too! My brother and I were interested in day-to-day life on the farm, so now they're letting us help with some of the farm jobs too! My favourite part of the day is helping to collect the eggs from the chickens. In the autumn the guests here can help to collect all the olives, but that sounds like very hard work!

The farm is part of the *agriturismo* programme that started in Italy in the 1980s, when the government wanted to help farms that were having financial problems. *Agriturismo* comes from the Italian words for *agriculture* and *tourism*. I think it's a great idea! It means that visitors like us can experience what life on a farm is really like, while the farmers get income from our visit. At an *agriturismo*, most of the ingredients for visitors' meals must come from the farm or from other food suppliers in the area. That helps local employment, and we can buy olive oil and other local products from a table at the entrance to the farm too. It means that everything that we spend on our holiday here goes to local producers and workers, not to big holiday companies. When you think about it, it's more ecological too because the food doesn't have to be transported far. So the *agriturismo* idea gives us a great holiday, helps small farms to stay in business and helps the planet too! It's a great example of responsible, sustainable tourism.

